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## *Educational Status of Third Gender in West Midnapore*

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**Abstract:** This study has been undertaken to investigate the educational status of third gender in West Midnapore. The objective of the study was to know the experience of hijras regarding their bringing up, to find out economic and educational status of hijras and to explore the perception of head master and school teachers towards hijras. Ten hijras are selected as sample. Ten teachers and five headmasters. In this study researchers employed a mixed method research design combining both qualitative and quantitative methods. five secondary schools ( Adasimla Deshopran Vidyapeeth, Dasagram Boy's High School, Kesabchak Deshgourab high School, Chatarkol high school, Keshiyari High School) of Midnapore, West Bengal.

**Index Terms - Hijras, Education**

### Chapter I

#### Educational status of third gender in West Midnapore

##### 1.1 Introduction :-

“Many language, many creeds, many customs, let there be unity and diversity”

LGBTQIA+ is a large fluence spectrum where intersex is a variation in sex characteristics that doesn't go with the definition of ordinary male or female.

After birth boys and girls are given a particular colour, like boys for blue and girls for pink, all of that happens. There is also a kind of understood identity which they realise that they are not either of male or female. They are in between.

LGBTQIA++ is a blanket term which raised in a United States. Discrimination about LGBTQIA students are nothing new . The biggest challenge is that people don't know what the community is. People think that a man holding a handbag is gay, a woman who dresses up a little masculine is lesbian.

We are way beyond that ignorance is not blessed. Another problem is that there are no jobs. People begging in the street from transgender community. People don't want to be friends of those who belong to hijra. Either they are treated as a devi Or treated as a whore, nothing in between.

The educational status of the third gender is characterized by significantly lower literacy rates and high dropout rates due to social exclusion, family rejection, and discrimination within schools. While legal provisions exist to support their inclusion and grant reservations, a lack of concrete guidelines and widespread societal stigma create major barriers to their participation in education. Consequently, many third gender individuals remain uneducated or undereducated, with the majority of those who do attend school dropping out before completing higher education.

There are so many barriers education for third-gender individuals include systemic issues like a lack of inclusive policies, curriculum, and teacher training, as well as severe social obstacles such as harassment, violence, and stigma from peers and authority figures. These factors lead to high dropout rates, a lower literacy rate, and a lack of access to facilities like gender-neutral restrooms, forcing many to abandon their education.

## 1.2. Statement of the problem :-

This is a study of the educational status of third genders in West Midnapore.

## 1.3. Operational definition of the terms:-

**Third Gender(Hijras):-** Third gender" is an identity for individuals who are neither man nor woman, recognized either by themselves or by society. It can be an umbrella term for various non-binary identities and has historical and cultural roots in many societies, where people often have specific social roles. Examples include the Hijras in South Asia and in Mexico, though many non-Western cultures also have their own terms for individuals outside the Western male/female gender binary. The concept has historical roots in many cultures, with specific social roles often associated with these identities. The term "third gender" is distinct from being lesbian, gay, or bisexual. While many third genders may fall under the LGBTQ+ umbrella, the specific term refers to an identity that is not male or female, whereas sexual orientation is about who a person is attracted to.

Hijras are a third gender in India, Bangladesh, and Pakistan, with their own distinct communities and social structures. They are people who are born biologically male but have a feminine gender identity and express themselves in a feminine way. The term can also include those with intersex variations. Hijras often live in communities led by a guru and have their own initiation rituals.

**Education:-** Education is a continuing process which starts in a rocking cradle and ends in funeral. It is also all round development of human being. It is also transmission of knowledge and skills and the development of character traits. involves formal settings like schools, as well as informal learning experiences, and aims to develop intellectual, moral, and social capabilities for successful participation in society. The core function of education is the transmission of information and the development of both specific and transferable skills, such as critical thinking, problem-solving, and communication. It is not limited to childhood; education is a continuous process that continues throughout an individual's life. In a broader sense, education is the process of transmitting a culture's values and way of life from one generation to the next.

## 1.4 . Objective of the study:-

- 1) To know the experience of Hijra regarding their bringing up/ nurturing.
- 2) To find out the economic status of hijras
- 3) To know the educational status of hijras
- 4) To explore the perception of head master and school teachers towards hijras

## 1.5. Research Questions:-

- [1] What are the experiences of hijras regarding their bringing up /nurturing?
- [2] What is the economic status of hijras?

[3] What is the educational status of hijras?

[4] What is the perception of head masters and school teachers of hijras

## 1.6. Research Methodology

### 1.6.1 Types of Research

In this study researchers employed a mixed method research design combining both qualitative and quantitative methods.

### 1.6.2 Population

i) Hijras residing in Kharagpur Constitute the population of the study .

ii. Teachers, and Headmasters of secondary school in Kharagpur also form the part of population.

### 1.6.3 Sample:-

Ten hijras are selected as sample. Five Headmasters, ten teachers of secondary school of West Midnapore.

### 1.6.4 Sampling Technique

#### i. Selection of hijras :-

Purposive and snowball sampling

#### ii. Selection of teachers and head Master

Random sampling

### 1.6.5 Research Tools:-

- i. Opinionaire
- ii. Interview schedule
- iii Cheak list

## 1.7. Significance of the study:-

i) The study generates consciousness among common people about the importance of including the hijra community in our society.

ii) The study finds out the problem and condition in our society.

iii) Through the proposed study the awareness of hijras towards their constitutional rights is highlighted.

iv) The study is beneficial for researchers, policy makers with reference to inclusion, equity and equality.

## 1.8. Delimitation of the study:-

i) The present study will be delimited to only ten teachers and five headmasters, are selected from 5 secondary schools in the Kharagpur area.

ii) Data is collected only from the Kharagpur area of Midnapore district.

iii) Only 10 hijras are selected.

## Chapter II

**2.1. Introduction:-** The topic of this research is to know the educational status of hijras in West Midnapore. Hijra students of India and Bangladesh often face significant educational challenges, stemming from social stigma, lack of inclusive policies and inadequate support systems. Significance of the study is that the school and society can work together in future to promote inclusivity and accept all students regardless of their gender identity. Key areas of this research is to know the educational status of hijras.

## 2.2. Review of Related Literature

### 2.2.1. International Level

- **Md. Shahriar Shafiq and Shamina Ferdous Tanny (2016)** analysed a study on “**Inclusion of Hijra community in Education: Scopes and challenges in Bangladesh**”.

The main aim of the study was to explore the scopes and challenges regarding the inclusion of the “Hijra” communities despite having different policies regarding their rights.

**Findings:-** The findings of the study revealed that through national policies encouraging inclusive education and participation, there is no policy regarding their individual rights except recognition as third gender.

- **Md. Ashraful Goni and Mehnaz Hoque (2020)** conducted a study on “**Communication as an obstacle for education: An analysis on participation of Hijras in mainstream Education system of Bangladesh**”.

The objective of the study was to know the cause for not participating in the mainstream education system of Bangladesh though they have official recognition as a third gender community.

**Findings :-** Sexual identity is the largest obstacle for hijra people to take part in mainstream education. Teachers and students often harassed hijra students in the school. It should be natural to have an alternative education system for hijra people since they can't do so in the mainstream system.

- **Zulfiqar Ali Kalhoro and Rao Safdar Ali (2021)** conducted a study on “**Provision of Rights and Societal Behaviour towards Islamabad**”

The objective of the study is to explain the provision of basic rights to hijras and the problem faced by hijras in Pakistani society.

**Findings:-** Results of the present study revealed that hijras are the most misunderstood and socially excluded group of society. They are marginalized at every stage of society and not given basic rights. People are not willing to accept and give rights to them. The authorities, especially the police, abuse them physically. Due to

this societal behaviour hijras are involved in prostitution, drinking, and smoking. They get involved in these activities because of their marginalization and lack of basic rights.

- **Abul Kalam, Md Jahangir Alam, Lubaba Basharat, Golam Faruk Sarker, M. Abdullah AL Mamun, Abu Hussain and Muhammed Ashan** conducted study on “**The right to education and attitude towards hijras in Bangladesh: assessing educational support to achieve sustainable communities**”(2024)

**Findings:-** The findings show that although every Bangladeshi has the right to ancient education, few hijra youngsters attend schools. Numerous barriers such as discriminatory views and remarks about third gender people, physical and mental harassment, a lack of emotional and financial support, family issues, discrimination in the school community from classmates and teachers, make it difficult for hermaphrodite students to receive a proper education.

### 2.2.2 National Level

- I. **Dr. A. Balu (2020) conducted a study on “Confront issues on Education of transgenders in India”**

**Findings:-** The findings of the study was discrimination has been a perennial issue. The discrimination members of transgender community face based on their class and gender make them one of the most disempowered groups in Indian society. Transgenders are deprived of social and cultural participation, are shunned by family and society. This paper has analysed the present educational, social and employment status of transgender community in India.

- **Dr. Rajkumar(2016)** conducted a study on “**Education of transgenders in India: Status and challenges**”

**Findings:-** The findings of the study has analysed the present educational, social and employment status of transgender community.

- **Vandita Morarka and Pragya Lodha (2017)** conducted a study on “**Inclusive education for third gender persons in India**”.

The objective of the study was to evaluate perception and awareness of students of higher secondary or undergraduate educational level towards the third gender and assessing the educational provisions available to meet the third gender needs

**Findings:-** The findings of the research highlight a strong lack of awareness amongst students regarding the needs and rights of third gender persons as well as a severe lack of educational provisions by institutions to meet third gender needs and all aspects covered. A resounding 100% said that they think that the education policy must address third gender issues of education access and learning process.

- **Priyanka Mittal and Bobita Singh (2025)** conducted a study on “**Regulatory Landscape for school Education for third gender pupils in India:- Case studies from CBSE, ICSE and UP Board in India**”.

**Findings:-** The findings of study indicate that despite the legal recognition of third gender persons in India and “Inclusive Education” being one of the central themes of all national level policies. There is a lack of concrete guidelines about implementing inclusive education specially for third gender pupils.

- **Dr. Richa Mehta and Muskan Sharma (2023)** conducted a study on “**Transgender’s education in India: status and challenges**”

The objective of the study was focused especially on the educational and employment status of transgender community in order to identify the aspects of life in which they face discrimination.

**Findings:-** The findings of the study was that they adhere to an uncompromising binary gender constitution. The right to live as a human being was still denied to them in India until a very recent time. Despite being ostracized from society and denied many civil rights and privileges that we Indians enjoy, they have endured a lot .

**2.3 Critical analysis of literature review:-** So far the reviews presented a moderate analysis of studies that relate to the framework for some basic concepts that are fundamental to the study. Moreover the review reviews explored different works on the field of study with a view to determining the gap which the study will fill in terms of contribution to knowledge.

It was revealed by researchers **Shahriar Shafiq** and **Shamima Ferdous** that there's no policy regarding their individual rights as third gender.

It was stated by the researchers **Ashraful Goni** and **Mehnaz Haque** often hijra students are harassed by teachers and students.

It was revealed by the researchers **Vandita Morarka** and **Pragya Lodha** that there's a strong lack of awareness amongst students regarding the needs and rights of the third gender as well as a severe lack of educational provisions by institutions.

It was stated that people are not willing to accept and give rights to them. Teachers and students always harrassed hijras in school.

It was revealed by **Priyanka Mittal** and **Bobita Singh** that there's a lack of concrete guidelines about implementing inclusive education specially for third gender people

It was stated that sexual and social identities are the biggest problem and their behaviour was the biggest problem of hijra to take part in the mainstream of education.

It was also revealed that there's a lack of concrete guidelines about implementing inclusive education specially for third gender pupils.

**2.4 Conclusion:-** In conclusion it can be admitted that the socio- economic status of hijras is poor and very little mainstreaming was observed. Therefore educational issues need to be explored through the research for the inclusion of hijras in education as well as in society.

## Chapter III

### Research Methodology

#### 3.1 Introduction

Research methodology refers to the systematic and scientific approach used to conduct research. It explains how the research is carried out, why certain methods are chosen and how data is collected, analysed and interpret provides clear plan that guide the researcher from identifying a problem to drawing conclusion.

#### 3.2 Types of Research

In this study researchers employed a mixed method research design combining both qualitative and quantitative methods.

#### 3.3 Population

- i) All Hijras residing in Kharagpur Constitute the population of the study.
- ii) All teachers, and Headmasters of secondary school in Kharagpur.

### 3.4 Sample:-

Ten hijras are selected as sample. Ten teachers and five headmasters from five secondary schools ( **Adasimla Deshopran Vidyapeeth, Dasagram Boy's High School, Kesabchak Deshgourab high School, Chatarkol high school, Keshiyari High School**) of Midnapore, West Bengal.

### 3.5 Sampling Technique

**i. Selection of hijras :-** Purposive and snowball sampling

**ii. Selection of teachers and headmasters :-** Random sampling

### 3.6 Research Tools

**i.** Opinionaire

**ii.** Cheak list

### 3.7 Procedure of data analysis

Data was analyzed through descriptive statistics and also analyzed qualitatively

## Chapter IV

**4.1 Introduction:-** Data analysis in a dissertation is the process of organizing, summarizing, and interpreting collected data to find patterns, test hypotheses, and draw conclusions. Data interpretation then involves making sense of these findings, explaining what the results mean in the context of the research, and discussing their implications for the field of study. Together, analysis and interpretation provide the evidence-based answers to the research questions, forming the core of the dissertation's findings.

### 4.2. Data analysis and interpretation

**Objective I:-**

To know the experience of hijras regarding their bringing up or nurturing

**Table 4.2.1**

Living status	Number	Percentage
Living with parents	4	40%
Living with partners	1	10%
Living with guru	4	40%
Living in group	1	10%

**Source:-** Researcher Illustration

The table displayed that 40% hijras are living with parents, 10% are living with partners, 40% hijras are living with guru and 10% are living in group.

- i) 40% hijras are living with parents
- ii) 10 % hijras are living with partner
- iii) 40 %hijras are living with guru
- iv) 10% hijras are living in group

### Objective II:-

To find out the economic status of hijras

Table 4.2.2

Income	Number	Percentage
Below 5000	4	40%
5000 to 10,000	2	20%
10,000 to 15000	3	30%
15,000 to 20,000	1	10%

Source:- Researcher Illustration

The table displayed that 40% hijras income below 5000 rupees, 20% hijras income 5000 to 10,000 rupees,30% hijras income 10,000 to 15,000 rupees and 10% hijras income 15,000 to 20,000 rupees.

Figure 4.2.2

Analysis:-

- i) 40% hijras income below 5000 rupees
- ii) 20% hijras income 5000 to 10,000 rupees
- iii) 30% hijras income 10,000 to 15,000 rupees
- iv) 10% hijras income 15,000 to 20,000 rupees

### Objective III :-

To find out the educational status of hijras

Table 4.2.3

Educational level	Number	Percentage
Illiterate	1	10%
School not attended but can read and write	1	10%
Primary school	1	10%
High school	6	60%
Graduation	1	10%
Post graduation	0	0%

**Source:- Researcher Illustration**

The table displayed that 10% hijras are illiterate, 10% hijras never attend school but they can read and write, 10% hijras have completed their primary education, 60% hijras have completed their secondary and higher secondary education, 10% hijras are graduate and 0% hijras are post graduate

**Figure 4.2.3****Analysis:-**

- i) 10% hijras are illiterate
- ii) 10% hijras never attend school but they can read and write
- iii) 10% hijras have completed their primary education
- iv) 60% hijras have completed their secondary and higher secondary education
- v) 10% hijras are graduate
- vi) 0% hijras are post graduate

**Objective :- 4**

**To explore the perception of head master and school teacher towards hijras**

**Case Study of five Headmasters:-****Case Study 1, Pranab Jana (Geography) Head Teacher of Adasimla deshopran vidyapith**

- Inclusive education acknowledges and respects the gender identity to of all students including those who identify as part of third gender. It creates safe and supportive environment by providing support.
- Every individual deserve equal rights, freedom and respect irrespective of their gender identity. The third gender community has the same right to live with dignity, rights and value.
- There are so many obstacles in learning like discrimination, bullying, lack of gender-neutral facilities, unsupportive peers, and unsupportive parental dynamics etc
- Third gender students are deprived in society because many people holds negative attitude and stereotypes about third gender individual
- Third gender students face significant challenges in general school in India. The students often face difficulties in getting admitted to general school, harrasements by students, social rejection, lack of resources and lack of government policies.
- Teachers played a significant role in promoting inclusion and creating a supportive environment for all students including those who identify as third gender. Teachers can help in the inclusion of third gender students an use inclusive language, respect students pronouns, encourage, be open and adress bullying and harrasements.
- Students can foster a welcoming and supportive environment for their third-gender peers by treating them with respect, advocating for inclusivity, using correct terminology, and challenging discrimination.
- . Third gender students are not interested in studies because of the social and environmental conditions surrounding them.

**Case study 2, Debobroto Dutta, headmaster of Midnapore high school**

- Inclusive education is needed because third gender is also a part of our society. So they can play important role in the progress of human race if they get proper education.
- Respect is a fundamental need for every human being. Third gender people are emotionally and socially equal and treating them with dignity help them to live confidently and without fear.
- Third gender individuals face significant challenges including social exclusion, discrimination, and violence from family and society, leading to poor mental health,
- Some people don't accept their gender identity leading to emotional abuse or neglect so they are deprived in society.
- There are lots of obstacles for learning in normal school like lack of access and services like violence and harassments, getting loans, identification card etc.
- Students can foster a welcoming and supportive environment for their third-gender peers by treating them with respect, advocating for inclusivity, using correct terminology, and challenging discrimination.
- Teachers should give special attention and care for them and behave like that they're alike the other students. If the teacher encourage them in education and extracurricular activities they will get motivation for study.
- Third gender students are deprived in the societies because of prejudice social outlook about gender concept. They will have to be provided extra opportunity.
- Separate classes might not be a solution to the bullying and mistreatment third gender students face, and can even exacerbate these issues by isolating them further from their peers.
- They are not interested in studies because of depression, emotional stress, anxiety and low confidence
- By supporting them when they face any harassments, showing empathy and understanding them other students can foster love and respect for them.

**Case study 3, Tarakeswar Ghose, head teacher of kashbachak high school**

- Third gendered students should be taught inclusively. It will help them to grow rationally.
- Respect helps to break stereotypes and promote social justice and also society will become richer if it accepts diversity
- Third gender individuals often face rejection from family and community, leading to social exclusion and making them targets for bullying, harassment, and hate crimes.
- Third gender students are deprived mainly due to social prejudice, institutional discrimination, and lack of supportive policies.
- Education of transgendered person faces issues like lack of conventional schooling, high drop out rate, Harassment etc
- Teachers can support the inclusion of third-gender students by using inclusive language and respecting their pronouns, incorporating diverse and gender-neutral materials into the curriculum, and creating a safe environment that educates other students and addresses
- Many transgender youths are shunned by their families and society when they express their gender identity. This lack of familial support is a primary driver of homelessness, which makes accessing formal education nearly impossible.

- Separating third gender students can lead to them being singled out, which reinforces stigma and can increase social and emotional distress. It can also be seen as segregation, which has historical ties to discrimination.
- They are not interested in studies due to lack of awareness of teachers towards gender identity.

#### **Case study 4, Tanmoy Dey (Head teacher of Barchara purnipara Junior High School) :-**

- Inclusive education is necessary for third gender students because it combats discrimination, promotes mental well-being, and is a legal and ethical right
- When they are respected and supported by everyone they can contribute fully to development and progress
- Third gender individuals face significant challenges including social exclusion, discrimination, and violence from family and society, leading to poor mental health,
- Some perspective suggest that inclusive education where students of all genders and back ground learn together, can foster understanding, empathy and a more equitable environment.
- The interest of the students in studies, regardless of their gender identity can vary greatly from person to person. Factors influencing of students interest in studies can include personal motivation, support system, access to TLM, individual experiences,unique strength and patterns of teaching.
- Most educators lack adequate knowledge and sensitivity about transgender identities and issues. This insensitivity contributes to a non-supportive classroom environment where students feel unsafe and unrepresented.
- There is no widespread consensus that third gender students should be taught separately, and many experts argue that separation would be detrimental, leading to further discrimination and isolation
- They are not interested in studies because society creates an environment where they feel unsafe and unsupported.
- By treating them as equal, using respectful language, including them in group activities other students can foster love and respect for them

#### **Case study 5,Jugal Sahu, M. A in English( Head Teacher of Dasagram S. S. Shiksha Sadan)**

- ❖ Inclusive education acknowledges and respects the gender identity to of all students including those who identify as part of third gender. By providing a supportive and accepting atmosphere, inclusive education can reduce the high rates of anxiety and depression that third gender students experience due to stigma and harassment.
- ❖ Just as we respect differences in religion, culture language and appearance we should also repect gender diversity.

- ❖ Students can foster a welcoming and supportive environment for their third-gender peers by treating them with respect, advocating for inclusivity, using correct terminology, and challenging discrimination.
- ❖ Third gender students face significant challenges in general school in India. The students often face difficulties in getting admitted to general school, harassments by students, social rejection, lack of resources and lack of government policies.
- ❖ Due to the societal biases and lack of recognition third gender person might face barriers in according education, job, health care and other areas leading to social and economic exclusion.
- ❖ separate classrooms could provide a safer and more comfortable learning environment for third gender students, especially if they face bullying and harassment in co-ed classrooms.
- ❖ Constant exposure to stigma, discrimination, and violence leads to significant psychological distress, including anxiety, depression, low self-esteem etc.
- ❖ Third gender person aren't interested in studies due to limited career opportunities.
- ❖ By showing empathy and kindness, celebrating diversity, encouraging their participation in studies others students can foster love and respect for them.

#### Case Study of ten teachers:-

#### Case study1, Debolina chanda M. A in Philosophy ( teacher of sabang girls high school)

- <sup>1</sup> By providing a supportive and accepting atmosphere, inclusive education can reduce the high rates of anxiety and depression that third gender students experience due to stigma and harassment.
- <sup>2</sup> Many teachers and school administrators lack adequate knowledge and sensitivity regarding transgender issues.
- <sup>3</sup> They face harassments and exclusion in schools , making educational spaces unsafe
- <sup>4</sup> Constant exposure to discrimination and social stigma leads to significant psychological distress, including anxiety, depression, low self-esteem, and higher rates of self-harm or suicidal ideation.
- <sup>5</sup> Seperate classrooms could reduce social pressures and distractions related to appearance, popularity, and peer approval, which can lead to a more focused learning environment.
- <sup>6</sup> Due to unsafe future opportunities third gender persons are not interested in studies
- <sup>7</sup> By creating friendly and inclusive environment and standing against discrimination other students can foster love and respect for them.

#### Case study 2 Chandan Kar, M. Sc in Mathematics, ( teacher of Adasimla Deshopran vidyapeeth)

- Third gender individuals face significant challenges including social exclusion, discrimination, and violence from family and society, leading to poor mental health,
- Respect third gender is not only moral but legal responsibility for every individual.
- Other students should respect them because they are not seperate from us and they are also part of our society

- Teachers always try to do best activities in the inclusion of third gender students in normal classroom
- Due to lack of support they they can't afford school fees, classroom or transportation and they're deprived.
- Teacher should always motivate third gender students education but being deprived in the society sometimes they feel lack of interest in education
- For lacking of awareness of teachers about gender diversity they aren't interested in studies.

### Case study 3, Susmita Mandal, Biology teacher of Sabang girls high school

- Inclusive education provides third-gender students with the same opportunities to learn and develop as their cisgender peers, preventing them from being left behind due to their identity.
- Government have to take step for helping them to get job and also to educate them by giving books etc
- Third gender students face significant challenges in general school in India. The students often face difficulties in getting admitted to general school, harrasements by students, social rejection, lack of resources and lack of government policies.
- Teacher should always motivate third gender students education but being deprived in the society sometimes they feel lack of interest in education
- For lacking of family support the can't show interests in studies.
- Treating them with equality, showing kindness for them other students can foster love for them.

### Case study 4, Piyali Murmu, Geography Teacher of Barchara Purbapara High School

- Supporting inclusive education for third-gender individuals is crucial for promoting equality, fostering a society of acceptance, and ensuring their fundamental right to education.
- Third-gender individuals face significant problems including social exclusion, widespread discrimination, and violence. They often experience limited opportunities in education and employment, leading to poverty and homelessness.
- Teachers can support the inclusion of third-gender students by using gender-neutral language and respecting their chosen names and pronouns, creating a safe and supportive classroom environment, and incorporating diverse perspectives and experiences into the curriculum.
- Third gender students are deprived in society due to pervasive **social stigma, discrimination, and a lack of inclusive infrastructure**
- Addressing them with preferred name and pronounce , avoiding offensive comments or jokes at them other students can foster love for them

**Case study 5, Arup das, B. Sc in biology ( chatarkol high school)**

- Inclusive education provides third-gender students with the same opportunities to learn and develop as their cisgender peers, preventing them from being left behind due to their identity.
- It's about empathy and understanding. When we embrace the diversity of sexual orientations and gender identities, we're building a kinder, more connected society where everyone can love and live their truth.
- They are frequently subjected to verbal and physical abuse, harassment, and violence due to societal stigma.
- Teachers can support the inclusion of third-gender students by fostering a safe, inclusive classroom environment, using gender-neutral language, incorporating diverse perspectives into the curriculum, and implementing strong anti-bullying policies.
- Discrimination often starts at home, with many transgender children facing denial, verbal/physical abuse, and eventual expulsion by their own families, who view gender non-conformity as a source of shame. This forces many young transgender individuals into homelessness.
- By showing empathy for them students can foster love.

**Case study 6, Swagata Das, M. Sc in Nutrition ( Barchara high school)**

- Inclusion ensures third gender students can develop their full potential without barriers like lack of gender-inclusive facilities or rigid binary policies.
- **At first class may be hampered but after counseling the students it can be solved**
- **Students can't be effected negatively by third gender students**
- **Students can use slang for them and also taunt them**
- **They are not interested in study as they lives in slum area**
- **There's need no seperate school for them because they are also human being**

**Case study 7, Partho Sarathi Das, M. Sc in Chemistry( Keshiyari high school)**

- Inclusive education acknowledges and respects the gender identity to of all students including those who identify as part of third gender. Education of third gender is supported by me because I believe that every student regarding their gender identity should have equal access to education and opportunities to learn and grow.
- Teachers played a significant role in promoting inclusion and creating a supportive environment for all students including those who identify as third gender. Teachers can help in the inclusion of third gender students an use inclusive language, respect students pronouns, encourage, be open and adress bullying and harrasements.
- There are so many obstacles in learning like discrimination, bullying, lack of gender-neutral facilities, unsupportive peers, and unsupportive parental dynamics etc
- Fostering respect and love for third gender students involves creating an inclusive and supportive environment.
- Third gender students face significant challenges in general school in India. The students often face difficulties in getting admitted to general school,
- harrasements by students, social rejection, lack of resources and lack of government policies.

**Case study 8:-****Debdutta pal, Bengali teacher of Sabang Girls high school**

- Everyone should get respect regardless all gender . There should not be any discrimination.
- Inclusive education is needed because third gender is also a part of our society. So they can play important role in the progress of human race if they get proper education.
- Teachers played a significant role in promoting inclusion and creating a supportive environment for all students including those who identify as third gender. Teachers can help in the inclusion of third gender students an use inclusive language, respect students pronouns, encourage, be open and adress bullying and harrasements.
- Third gender people are deprived due to lack income and support.
- Discrimination often starts at home, with many transgender children facing denial, verbal/physical abuse, and eventual expulsion by their own families.This forces many young transgender individuals into homelessness.
- By supporting them when they face any harrasements other students can foster respect and love for them

**Case study 9, Kaushiki Dey, Math teacher of sabang girls high school**

- Supporting inclusive education for third-gender individuals is crucial for promoting equality, fostering a society of acceptance, and ensuring their fundamental right to education.
- Fostering respect and love for third gender students involves creating an inclusive and supportive environment.
- Third gender students face significant challenges in general school in India. The students often face difficulties in getting admitted to general school,
- Lack of gender neutral washrooms and facilities create discomfort and humiliation
- Third gender students face significant challenges in general school in India. The students often face difficulties in getting admitted to general school, harrasements by students, social rejection, lack of resources and lack of government policies.
- Teacher should always motivate third gender students education but being deprived in the society sometimes they feel lack of interest in education
- By including them in group activities and helping them students can foster love for them

**Case study 10,Sima Das, Physical education teacher of Keshiyari high school**

- Inclusion ensures third gender students can develop their full potential without barriers like lack of gender-inclusive facilities or rigid binary policies.
- Other students should respect them because they are not seperate from us and they are also part of our society
- Teachers always try to do best activities in the inclusion of third gender students in normal classroom
- Third gender students are deprived due to social barriers

- Teacher should always motivate third gender students education but being deprived in the society sometimes they feel lack of interest in education.
- By respecting their pronoun, name, privacy other students can foster love for them.

### Findings on the basis of case study:-

Fig. 1. **Most of the teacher said that Inclusive education is necessary for third gender students because** it combats discrimination, promotes mental well-being, and is a legal and ethical right. It creates a safe, supportive environment by providing tailored support, challenging stigma through education,

TABLE I. There are so many obstacles in learning like discrimination, bullying, lack of gender-neutral facilities, unsupportive peers, and unsupportive parental dynamics etc

TABLE II. Third gender students face significant challenges in school. The students often face difficulties in getting admitted to general school, harassments by students, social rejection, lack of resources and lack of government facilities

TABLE III. Third gender students are deprived due to social, cultural, economic and institutional barriers. Many people still hold negative attitudes and stereotypes about third gender individuals

TABLE IV. Students can foster a welcoming and supportive environment for their third-gender peers by treating them with respect, advocating for inclusivity, using correct terminology, and challenging discrimination

TABLE V. Teachers can play significant role in promoting inclusion and creating a supportive environment for all students including those who identify as third gender. Teachers can help in the inclusion of third gender students and use inclusive language, respect students pronouns, encourage, be open and address bullying and harassments.

TABLE VI. There is no widespread consensus that third gender students should be taught separately, and many experts argue that separation would be detrimental, leading to further discrimination and isolation

TABLE VII. Third gender students are not interested in studies not because they lack ability or motivation but because of the negative social and environmental conditions surrounding them. They face teasing, harassments, humiliation from classmates. Society creates an environment where they feel unsafe, unsupported and hopeless about future opportunities.

TABLE VIII. Positive behavior of other students like using respectful language, supporting them, including them in group activities, showing empathy, spreading awareness, respecting privacy of them other students can foster respect and love for third gender students.

## Chapter V

### Summary, Findings and Conclusion

#### 5.1 Introduction:-

This chapter incorporates over summary, major findings, limitations found if any and concluding research findings. It provides a vary comprehensive about the educational status of hijras in West Midnapore.

#### 5.2 Summary:-

The study based on educational status of hijras in West Midnapore. The study has mainly five objectives which were experience of hijras regarding their bringing up, the sources of income of them, total amount of income, educational status of hijras and also the perception of headmaster and school teacher towards hijras. This is mixed method research which includes both quantitative and qualitative study. In this study snowball sampling and purposive sampling were used. The sample of the study was collected from five head teacher and ten subject teacher of five secondary school of Midnapore. For the purpose of collecting data researcher made interview schedule and opinionnaire. Statistics has been used for data analysis. After analysis this data has been represented by graphically to help of Microsoft Excel.

#### 5.3 Major findings:-

- The study reveals major findings it can be said regarding objective no ( i) showing that 40% hijras are living with parents, 0 % hijras are living with partner, 40 % hijras are living with guru, and 20% hijras are living in group
- From the objective no ( ii) , 40% hijras income below 5000 rupees, 20% hijras income 5000 to 10,000 rupees, 30% hijras income 10,000 to 15,000 rupees, 10% hijras income 15,000 to 20,000 rupees.
- From the objective no( iii) it's showed that 20% hijras are illiterate, 10% hijras never attend school but they can read and write, 10% hijras have completed their primary education, 60% hijras have completed their secondary and higher secondary education, 10% hijras are graduate, and 0% hijras are post graduate.
- From the objective no (iv) it was most of the teachers was in support of inclusive education. There are lots of obstacles irrespective of education of third gender like discrimination, unsupportive peers, unsupportive parents etc. Third gender face significant challenges like institutional barriers, social rejection etc. Teachers can play a significant role in promoting inclusive education. Third gender students are not interested in studies because of the negative social and environmental conditions surrounding them. They face teasing, harassments, humiliation from classmates. Society creates an environment where they feel unsafe, unsupported and hopeless about future opportunities. Positive behavior of other students like using respectful language, supporting them, including them in group activities, showing empathy, spreading awareness, respecting privacy of them other students can foster respect and love for third gender students.

## 5.4 Limitations of the study

- i) The present study will be delimited to only 10 teachers, 5 headmasters, and are selected from 5 secondary schools in the Kharagpur area.
- ii) Data is collected only from the Kharagpur area of Midnapore district.
- iii) Only 10 hijras are selected.

## 5.5 Conclusion:-

Above the discussion to find out the results of this research work highlighted that most Some of them lives with guru and some of them lives with parents. 10% hijras are graduate, and 10% hijras have completed their high school education and no hijras completed their post graduation. Most of the hijras income below 5000 rupees and most of teachers and head master want inclusive education for them and also they are agree about their harassments in school and society. So they all support about counseling of teachers and students.

## 5.6 Suggestions for further study

i) The ideas of recommendations and suggestions are important part for research work which is not conducted in present study. It motivated the researcher to do more detailed research on that topic in the future. Some recommendations and suggestions are given below.

**i) A study can be conducted on social status of hijras**

**ii) An ethnographic study also can be conducted about their culture**

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## Appendix

### Appendix I

#### Objective I:-

To know the experience of hijras regarding their bringing up or nurturing

Name of Third gender:-

Age:-

Location:-

Number	Statement	Yes	No
1	Are you living with parents?		
2	Are you living with partners?		
3	Are you living in group?		
4	Are you living under guru?		

### Appendix II

#### Objective II:-

To find out the economic status of hijras

Name of third gender:-

Age:-

Location:-

Number	Statement	Yes	No
1	Your income level is below five thousand		
2	Your income level is between five thousand to ten thousand		
3	Your income level is above ten thousand		
4	Your income level is in between fifteen thousand to twenty thousand		

### Appendix III

**Objective III:-To find out the educational status of hijras**

Number	Statement	Yes	No
1	Can you read and write?		
2	Have you completed primary school of education?		
3	Have you completed high school of education?		
4	Are you graduate?		
5	Have you completed post graduation?		

### Appendix IV

**Objective IV:- To explore the perception of head masters and school teachers towards hijras**

**Research Questions:-**

- I. Why Inclusive education is necessary for third gender students??
- II. Why everyone should respect third gender person?
- III. What are the obstacles of learning of third gender students in normal school?
- IV. Why third gender person are deprived in society?
- V. How other students can foster love and respect for third gender students?
- VI. How teachers can help in the inclusion of third gender students?
- VII. Why third gender students are deprived in general school?
- VIII. Do you think third gender students should be taught separately in special school and why?

**IX. Do you think third gender students are not interested in studies and why?**

**X. How students can foster love and respect for third gender students?**

			Mean	Std. Deviation	Jarque-Bera test	Sig
			0.020	0.047	5.558	0.062
			0.007	0.008	1.345	0.510
			0.003	0.013	1.517	0.467
			0.041	0.060	2.474	0.290
			0.047	0.029	1.745	



